



Teachers' performance at Islamic School Foundations: The impact of self-efficacy, organizational culture, environment, and job satisfaction

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Abstract

Enhancing organizational performance is key to producing high-quality graduates. Therefore, supporting factors such as self-efficacy, work culture, work environment, and job satisfaction is essential in an educational setting. This study analyzes the direct and indirect influence of these factors on teachers' performance using path analysis with Smart Partial Least Squares software. The sample consisted of 340 teachers from private schools managed by an Islamic religious education foundation. The results showed that self-efficacy, organizational culture, and work environment positively influenced job satisfaction. Additionally, self-efficacy, organizational culture, work environment, and job satisfaction positively impacted teachers' performance. Furthermore, self-efficacy, organizational culture, and work environment had a significant indirect effect on teachers' performance through job satisfaction. These findings suggest that further efforts should focus on enhancing the work environment to provide the best possible service to students, thereby potentially improving their academic achievements. Findings call for follow-up actions by local and central governments, particularly in improving the quality and quantity of equipment at the school level. Ensuring a supportive work environment is crucial for enhancing teachers' psychological satisfaction and encouraging better performance in providing professional services to students. Ensuring that job satisfaction remains high or improves is crucial, as it has a direct impact on the effectiveness of teaching and learning.

Keywords: self-efficacy, organizational culture, environment, work satisfaction, teachers' performance

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1. Introduction

Teachers play a crucial role in shaping the educational experiences and outcomes of their students, particularly within Islamic school foundations, where values, beliefs, and cultural expectations are intertwined with the learning process. The performance of teachers in these settings is influenced by various factors, including their self-efficacy, the organizational culture of the institution, the work environment, and their overall job satisfaction. Teacher self-efficacy — the belief in their ability to effectively teach and manage the classroom — significantly impacts their motivation, teaching methods, and ability to engage students. Moreover, the organizational culture, which encompasses the shared values, norms, and practices within the school, fosters a sense of community and purpose among teachers. A supportive work environment, characterized by adequate facilities, resources, and positive social interactions, further enhances teachers' performance by reducing stress and encouraging collaboration. Similarly, job satisfaction, which reflects how content teachers are with their roles, responsibilities, and work conditions, plays a pivotal role in determining their commitment and effectiveness.

Several researchers have previously proven that a teacher's self-efficacy affects work satisfaction (Zakariya, 2020; Kasalak & Dağyar, 2020; Demirdag, 2015) and performance (Batubara et al., 2021; Haddad & Taleb, 2016). Teacher performance determines school performance; good school performance has quality graduates with an indication of the number of graduates who pass the selection in the admission of new students, especially at state universities, so that the quality of the school can determine academic achievement in higher education (Stumm et al., 2021). Empirically, people with high self-efficacy always dare to confidently start a job and bear risks while improving if there is a reason. Hence, both directly and indirectly, self-efficacy affects teacher performance (Hassan & Ibourk, 2021; Zakariya, 2020; Chang et al., 2016). Furthermore, other elements that can affect teachers' performance (TP) are organizational culture (OC), work environment (WE), and work satisfaction (WS). Organizational culture (OC) influences how employees work, especially in the school environment. Human resources are homogeneous, so the OC element must be an example for other organizations. That has been proven by the research results that OC influences TP (Kotiloglu et al., 2023; Musaddad, 2021; Ghanad et al., 2020). Working together in the bearing of burdens to help each other in the community has been the working culture of the Indonesian people since the days of their ancestors (Simarmata et al., 2020). The soul of working together

to bear burdens comes from the community spontaneously to help others in times of emergency (Koopman, 2021).

An organization with a good work environment in terms of completeness of equipment will facilitate work efficiently and will provide morale to employees because they have been helped by appropriate equipment. Likewise, harmonious relationships with fellow employees will create a conducive work environment for maximum organizational performance. WE positively affect TP (Aladetan, 2023; Sudibjo & Nasution, 2020; Corkin et al., 2018). On the other hand, SE, OC, and E, based on the results of previous studies, stated that SE has a positive effect on WS (Hassan & Ibourk, 2021; Zakariya, 2020); OC positively affects WS (Hidayat et al., 2020; Rizwan et al., 2017) and WE affects WS (Bahtilla & Hui, 2021; Aycq, 2019). Likewise, the results of previous studies showed WS having a significant effect on TP (Mbomea et al., 2021; Manuntun, 2020). However, Zakariya (2020) found that self-efficacy does not affect teacher work satisfaction and there is no positive influence of OC on TP (Suharningsih & Murtedjo, 2016). Meanwhile, empirical studies also showed that WE had no effect on TP (Mulyana et al., 2021) and WE does not affect teacher performance (Efendi et al., 2021).

Given the contradicting empirical results and the lack of empirical evidence from Indonesia, this study re-examines the contradictory results from previous research in the Indonesian context. Hence, this study aims to prove the following questions:

1. Is there a direct influence of SE, OC, and WE on WS?
2. Is there a direct influence of SE, OC, WE, and WS on TP?
3. Is there an indirect influence of SE, OC, and WE on TP through WE?

2. Literature review

2.1. Teacher' Performance (TP)

Performance is widely recognized as a critical factor for achieving success within any organization, including educational institutions (Budur & Demir, 2022). In the context of teaching, performance is intricately linked to the effectiveness of the teaching and learning processes, which are guided by specific work plans and objectives set over a defined period (Novitasari et al., 2021). The assessment of teacher performance typically involves evaluating several key elements. One crucial aspect is the teacher's mastery of the subject matter, which reflects their depth of knowledge and understanding of the content they are responsible for

delivering (Özgenel, 2019). Additionally, the methods and strategies employed by teachers to convey this knowledge—how they teach—are also essential components of performance evaluation.

In the modern educational landscape, particularly in the 21st century, teachers are expected to go beyond traditional teaching methods. Mastery of digital competencies has become increasingly important as it supports and enhances the learning process. The ability to integrate digital tools and technologies into teaching practices is crucial for fostering a dynamic and engaging learning environment (Palimbong et al., 2022). This shift towards incorporating digital skills reflects the evolving demands of education and underscores the importance of continuous professional development for teachers to remain effective in their roles. A teacher must have teaching competence (Selvi, 2010). To achieve satisfactory performance, teachers must master professional, pedagogic, social and personal competencies (Laws of the Republic of Indonesia, About Teachers and Lecturers, 2005). Thus, teacher performance is the result of work achieved at a certain period through competence: professional, pedagogic, social, personal and digital competence.

2.2. Work Satisfaction (WS)

Job satisfaction refers to the attitude of the individual in general to his work. A person with a high level of job satisfaction has a positive attitude towards his work; on the contrary, someone dissatisfied has a negative attitude towards his work. Job satisfaction is a person's assessment of the work he feels (Mullins, 2010). Job satisfaction is a complex and multifaceted concept that can give rise to differences in understanding for different people. Another opinion states that job satisfaction is a set of people's feelings and beliefs in doing current work (George & Jones, 2012). Job satisfaction is a connection to salary and work conditions (Bezdrob & Šunje, 2021) while work satisfaction is related to the sense of work, the appropriateness of wages, and the sense of being valued (Bezdrob & Šunje, 2021). Given these arguments, job satisfaction refers to an individual's evaluation of their work experience that leads to a sense of enjoyment and contentment. This satisfaction is reflected in several aspects: the enjoyment derived from the work itself, the feeling of being valued and appreciated, the quality of the work environment, the sense of belonging within the organization, and the adequacy of the salary.

2.3. Self-Efficacy (SE)

Teacher self-efficacy is part of the main motivations influencing professional behaviour, including work seriousness and job satisfaction (George et al., 2018) and assesses their ability to organise and carry out their actions (Senler, 2016). Teacher self-efficacy, which refers to a teacher's belief in their ability to effectively manage classroom activities, engage students, and promote learning, significantly influences their overall job satisfaction by shaping their confidence, motivation, and perception of their professional competence (Zakariya, 2020). Self-efficacy impact performance (Fitriani & Virgana, 2023). In other words, it is the capacity and self-assurance a teacher possesses to effectively plan, organize, and execute tasks that lead to achieving specific educational goals. This concept is reflected in a teacher's confidence in their abilities, their sense of competence in handling classroom challenges, their dedication and seriousness toward their work, their cultivation of positive habits, and their intrinsic motivation to inspire and educate students.

2.4. Organizational Culture (OC)

Humans are cultured creatures. Therefore, society's daily life is inseparable from the cultural ties created. Cultural ties are created by the community concerned, both in families, organizations, businesses and nations. Culture distinguishes societies from one another by interacting and acting to get a job done. Culture binds members of a community into a single unified view that creates uniformity of behaviour or action. As time goes by, culture inevitably forms in the organization, and the benefits can also be felt in contributing to the organization's effectiveness as a whole. Organizational culture is a value system developed in an organization that distinguishes the organization from other organizations. As stated by Langton et al. (2016), the value-sharing system is carried out by the members of the organization so as to distinguish the organization from other organizations. Work culture is a benchmark for how work in an organization to achieve organizational goals, which a working group has agreed upon for a long time. It facilitates the results of work, thus creating a sense of job satisfaction for members of the organization. School work culture is significant for Indonesia because the country consists of multi-ethnic, multi-culture, multi-religious, and multi-ethnic groups that meet in an organization (Nakaya, 2018). So, it requires agreed work habits to achieve job satisfaction and teacher performance.

Based on these arguments, organizational culture refers to the shared values, norms, and beliefs that are collectively held within an organization and are shaped through the continuous process of interaction among its members. This culture manifests in various ways, including a spirit of collaboration among team members, a consensus on the core values that guide their actions, a sincere commitment to achieving common goals, a deep sense of mutual respect, and a willingness to share responsibilities and challenges equitably.

2.5. Work Environment (WE)

The work environment encompasses various elements, including physical facilities, infrastructure, and social aspects that collectively support employees in performing their tasks effectively. For members of an organization or employees who collaborate on similar tasks, share responsibilities, or confront common challenges, it is essential to have environmental factors that foster a sense of unity, cooperation, and shared purpose. This supportive environment enhances their ability to work together harmoniously, promotes interpersonal relationships, and creates a positive atmosphere that contributes to both individual well-being and overall organizational success. Ong et al. (2021) and Aladetan (2023) stated that work environment is the workplace conditions, location, and other characteristics relevant to the workplace, such as hazards and noise levels. In other words, the presence of physical completeness, work equipment, and atmosphere. In this case, they can support work implementation, which can be seen in-room comfort, completeness of work equipment, completeness of information technology tools, the comfort of the work atmosphere, and the comfort of communication between members of the organization.

To effectively tackle the research questions and offer a well-defined path for the study, the researchers formulated and clearly outlined the following hypotheses, which function as a provisional explanation or forecast that can be examined through detailed analysis and empirical research. By testing the hypotheses, the study aims to generate insights and validate potential outcomes, thereby guiding the investigation and contributing to a deeper understanding of the subject matter.

H_1 : SE has a significant direct impact on WS

H_2 : OC exerts a notable direct effect on WS

H_3 : WE has a significant direct impact on WS

H_4 : SE significantly directly influences TP

H_5 : OC has a considerable direct impact on TP

H_6 : WE directly significantly affects TP

H_7 : WS has a significant direct effect on TP

H_8 : SE indirectly impacts TP through WS

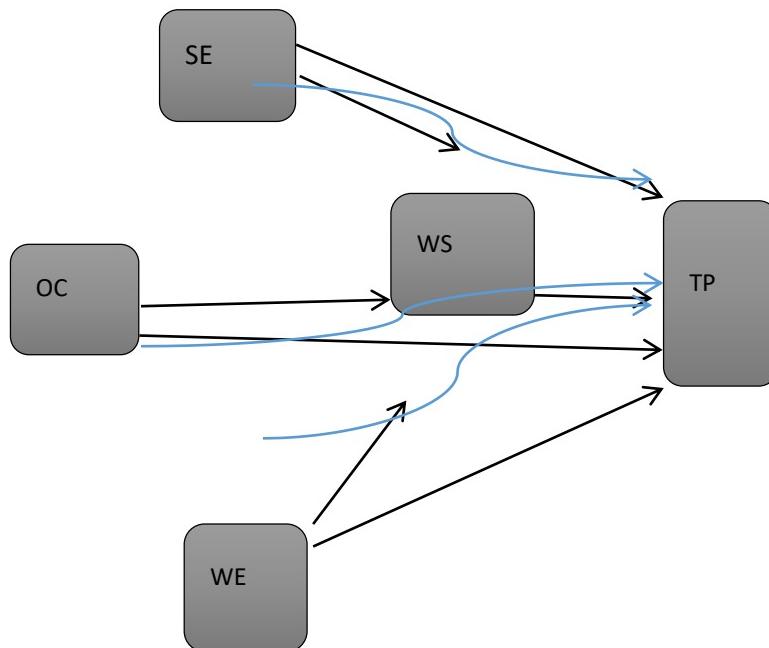
H_9 : OC has an indirect effect on TP via WS

H_{10} : WE influences TP indirectly through WS

Based on the formulated research hypotheses, a comprehensive research framework was developed and is illustrated in figure 1. This framework visually represents the proposed relationships and interactions between the variables under investigation. It serves as a schematic overview of how the different hypotheses are interconnected and provides a structured model for analyzing the empirical data. By mapping out these relationships, Figure 1 offers a clear and organized depiction of the research design and the anticipated dynamics among the variables.

Figure 1

The research constellation



3. Methodology

3.1. Population and Sampling

The research sample size was 340 out of 3000 private school teachers organized by the Islamic religious education foundation in Jakarta and West Java. The sample size was chosen to ensure a high degree of accuracy and reliability in the study's findings. Specifically, for a population size of 3000 respondents, the minimum required sample size to achieve a 95% confidence level and ensure statistical accuracy is 323. By including 340 respondents, the study exceeds this minimum requirement, thus enhancing the robustness and validity of the research outcomes (Adam, 2020). Sampling techniques used random sampling that provided an equal opportunity to become a sample member of the population (Etikan & Bala, 2017).

In order to disseminate the research instrument, the researchers held a coordination meeting with ten school superintendents representing the five administrative city areas of Jakarta. The retrieved completely answered instruments were 340 out of 347 respondents. The research was conducted from September 2023 to July 2024.

The respondent's demographics are presented in table 1.

Table 1
Demographic characteristics

No	Component	Male	Female	Total
1	Gender	149 (43.80%)	191 (56.20%)	340 (100%)
2	Qualification			
	Bachelor degree	86 (25.29%)	108 (31.76%)	194 (57.05%)
	Master degree	61 (17.94%)	81 (23.82%)	142 (41.76%)
	Doctor degree	2 (0.59%)	2 (0.59%)	4 (1.18%)
3	Pedagogical Experience			
	0.0 – 6.9			
	7.0 – 13.9	30 (8.82%)	33 (9.71%)	63 (18.53%)
	14.0 – 20.9	53 (15.59%)	55 (16.18%)	108 (31.76%)
	21.0 – 26.9	37 (10.88%)	52 (15.29%)	89 (26.18%)
	>27	19 (5.59%)	36 (10.56%)	55 (16.18%)
		10 (2.94%)	15 (4.41%)	25 (7.35%)
4	Age range			
	22.0 – 28.9	32 (9.41%)	52 (15.29%)	84 (24.71%)
	29.0 – 35.9	42 (12.35%)	48 (14.11%)	90 (26.47%)
	36.0 – 42.9	39 (11.47%)	45 (13.24%)	84 (24.70%)
	43.0- 49.9	25 (7.35%)	30 (98.827%)	55 (16.18%)
	50.0 – 56.9	10 (2.94%)	13 (3.82%)	23 (6.76%)
	>57	1 (0.29%)	3 (0.88%)	4 (1.18%)
5	Workforce Competence			
	I			
	II	0	0	0
	III	0	0	0
	IV	72 (21.18%)	93 (27.35%)	165 (48.53%)
		77 (22.65%)	98 (28.82.50%)	195 (51.47%)

3.2. Data collection

The study employs quantitative design to analyse four independent variables: SE, OC, WE, and WS, then a dependent variable TF, using path analysis to analyse the data. The researchers developed research tools based on indicators identified by the study team. Prior to drafting a statement for the device, they established a master plan to guide the management of the five variables associated with it. The indicators of the instrument have been compiled and then repositioned through Explanatory Factor Analysis (EFA) using SPSS-24. Subsequent analysis, the researchers analysed the data through Smart-PLS. The total number of research instrument items was 100, and each variable consisted of 20 items.

After finalizing the instrument design, the researchers prepared a set of 100 indicator statements for the research tools. Data analysis was conducted using Smart-PLS, with instrument validity determined by a criterion of $r > .70$. Reliability was assessed through Cronbach's alpha, composite reliability, and average variance extracted. The research design followed the outlined procedures.

3.3. Instrumentation

The study focused on four variables: self-efficacy, organizational culture, environment, work satisfaction, teachers' performance. Data was collected using the Likert Scale, where respondents rated their level of agreement with statements on a scale ranging from strong agreement to strong disagreement. The scale offered five response options: (a) strongly agree, (b) agree, (c) neutral, (d) disagree, and (e) strongly disagree. For positive statements, scores ranged from 5 to 1, while for negative statements, the scores were reversed (1 to 5). The research instrument was developed through two main approaches: (a) defining the concepts, (b) creating indicators for the research variables. The instrument was tested for validity and reliability on all samples using Smart-PLS. If the items were found valid, the analysis continued.

3.4. Research Ethics

This study upholds ethical standards in the conduct of the data gathering process. The necessary permissions, clearances and approvals from the academic institutions the researchers are connected with as well as the Islamic Schools Foundation, the study locale, were secured before the conduct of the survey. The survey questionnaire also includes informed consent

form clearly stating the objectives of the study and the option to continue with the survey or withdraw at any part should they feel uncomfortable. The study ensured confidentiality of the data and personal information of the participants.

4. Findings and Discussion

4.1. Exploratory Factor Analysis

After the instrument's preparation is complete, the following process is to reposition the indicators in the dimension of the questionnaire through EFA, which uses 200 respondents outside the research sample. The researchers designed an instrument that produced 100 items. The researchers then performed Exploratory Factor Analysis (EFA) using SPSS-24 to identify common factors by examining the similarities among the items related to the variables being measured (Watkins, 2018). This EFA led to a reorganization of the items and the emergence of new variable dimensions. All variables achieved a Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) greater than .50 with a significance level below .05. Table 2 shows the changes in the number of dimensions for each variable.

Table 2
Final result instrument composition

No	Variable	Number of dimensions before EFA	Number of dimensions after EFA	Information
1	SE	5	3	Categorizing items based on new dimensions
2	OC	5	3	Categorizing items based on new dimensions
3	WE	5	4	Categorizing items based on new dimensions
4	WS	5	4	Categorizing items based on new dimensions
5	TF	5	4	Categorizing items based on new dimensions

4.2. Validity and Reliability

In this study, a total of 100 data points were collected; however, five were found to be invalid after conducting a validity test. Therefore, 96 valid data points were analyzed further using Smart-PLS. The invalid data points, which had r-values of less than .70, were: SE54 = .687, WE11 = .692, WS23 = .682, and TP41 = .686. The results of the reliability test can be found in table 3.

Table 3*Reliability test result*

No	Variable	Cronbach's alpha	Composite Reliability	AVE
1	SE	.969	.971	.627
2	OC	.969	.971	.627
3	WE	.964	.967	.623
4	WS	.964	.968	.611
5	TP	.963	.966	.598

Table 3 indicates that the reliability values for Cronbach's Alpha and Composite Reliability are greater than .70, while the Average Variance Extracted (AVE) exceeds .50. These results demonstrate that all indicators are reliably measuring their respective constructs, validating their use for the continuation of the research.

Figure 2 presents the bootstrapping results from the Smart-PLS model. The resume entrenched on the bootstrapping result: original sample, standard deviation, t-statistics, p-values, and the result as seen in table 4 direct effect and table 5 indirect effect result.

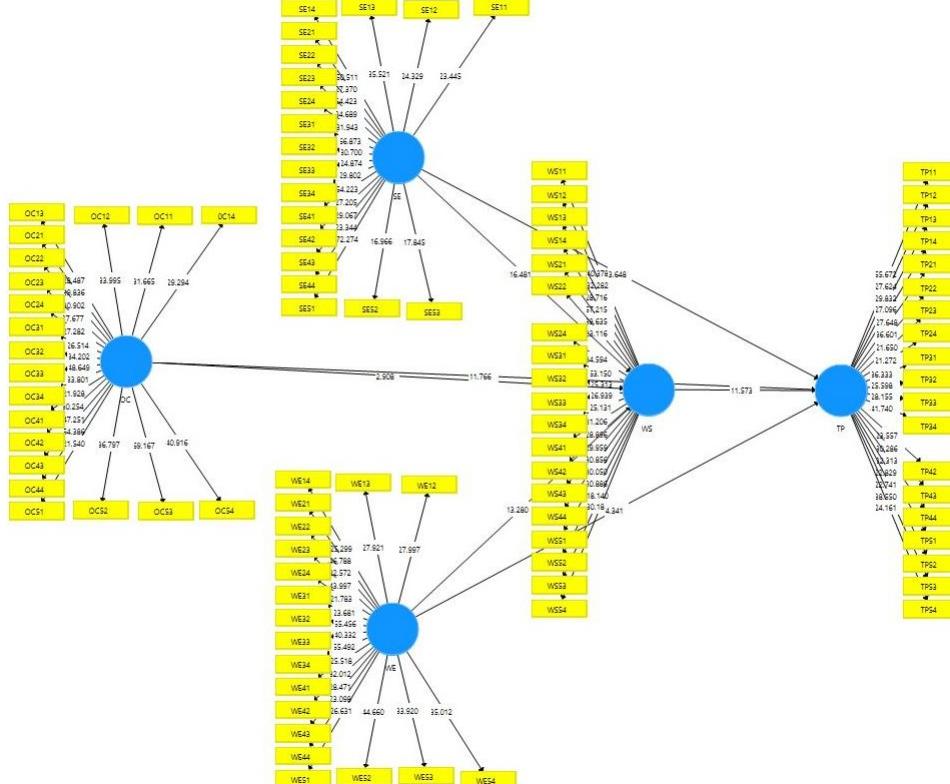
Figure 2*Bootstrapping results*

Table 4*Direct effect between variable*

Hypotheses	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Result
SE -> WS (p41)	0.490	0.030	16.098	0.000	Validated
OC -> WS (p42)	0.099	0.034	2.908	0.004	Validated
WE -> WS (p43)	0.424	0.032	13.133	0.000	Validated
SE -> TP (p51)	0.115	0.033	3.454	0.001	Validated
OC -> TP (p52)	0.528	0.042	12.497	0.000	Validated
WE -> TP (p53)	-0.271	0.058	4.807	0.000	Validated
WS -> TP (p54)	0.603	0.047	12.902	0.000	Validated

Table 5*Indirect effect between variable*

Hypotheses	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Result
SE -> WS -> PP (p541)	0.296	0.028	10.745	0.000	Confirmed
OC -> WS -> PP (p542)	0.060	0.022	2.730	0.007	Confirmed
WE -> WS -> PP (p543)	0.255	0.028	8.982	0.000	Confirmed

Tables 4 and 5 indicate that all hypotheses had significant direct and indirect effects exogenous on endogenous because of p-value < .05; thus, all hypotheses have been proven through Path-analysis. At the same time, the research questions were answered.

Firstly, SE, OC, and WE had a significant direct influence on WS. Preceding research has proven that SE positively affects teachers' WS (Chan et al., 2020; Emin Türkoğlu et al., 2017), but another finding that teachers' self-efficacy did not affect WS (Demirdag, 2015). The previous research was conducted in schools in America located in economically disadvantaged areas while this research was conducted in the capital and surrounding areas, it makes logical sense because job satisfaction is influenced by well-being (Padmanabhan, 2017). On the other hand, OC affected WS (Duan et al., 2018; Batubara et al., 2021; Supriyati et al., 2021), and WE affected WS (Muhajir et al., 2022; Raziq & Maulabakhsh, 2015).

Second, there was a direct influence of SE, OC, WE, and WS on TP. Prior research has also proven that SE significantly affects TP (Kristiawan & Wardiah, 2023; Batubara et al., 2021; Kristiawan & Wardiah, 2023), OC affects TP (Mulyana et al., 2021; Wahib & Machfudz,

2023), WE had positive effect on TP (Aladetan, 2023; Kasyadi & Virgana, 2022), and prior research has also proven WS significantly affect TP (Juprizon et al., 2022; Faremi & Jita, 2019). Contradiction in the environment outside of school that WE did not affect performance (Pawirosumarto et al., 2017). The distinction between school and non-school environments lies in their fundamentally different characteristics and functions. Each setting presents unique attributes that influence its role and effectiveness in educational contexts. In the school environment, there are several critical components that collectively contribute to creating a conducive learning atmosphere for students. These components include:

Physical classrooms. The design, layout, and maintenance of physical classrooms are crucial. A well-organized and appropriately equipped classroom can enhance students' engagement and focus. Elements such as seating arrangements, lighting, ventilation, and access to necessary materials all play a significant role in the learning experience.

School Yards. The schoolyard, which includes outdoor spaces like playgrounds and recreational areas, also impacts the educational environment. These areas provide opportunities for physical activity, social interaction, and informal learning, all of which are important for the holistic development of students.

Learning resources. Access to a variety of learning resources—such as textbooks, digital tools, educational software, and libraries—supports diverse learning needs and enriches the educational experience. Adequate resources help in effectively delivering the curriculum and catering to different learning styles.

Relationships between students. Positive and respectful relationships among students foster a collaborative and supportive learning environment. Peer interactions can enhance learning through group activities, discussions, and shared experiences.

Relationships with teachers. The nature of the relationship between students and teachers significantly impacts the learning environment. Supportive, engaging, and communicative relationships with teachers can motivate students, build confidence, and facilitate effective learning.

Teaching strategies. The methods and approaches used by teachers to deliver instruction are fundamental to student success. Effective teaching strategies are tailored to meet the diverse needs of students and adapt to various learning styles, promoting deeper understanding and skill development.

Evaluations. Assessments and evaluations are integral to monitoring and supporting student progress. Regular and meaningful evaluations help in identifying areas of strength and areas needing improvement, allowing for timely interventions and adjustments in teaching methods.

In contrast, non-school environments—such as home or community settings—may lack some of these structured components but can still influence learning through different means, such as family support, community resources, and informal educational experiences. Understanding the unique characteristics of both environments helps in designing comprehensive educational strategies that leverage the strengths of each to support student development (Tapia-Fonllem et al., 2020).

Third, the analysis revealed an indirect influence of SE, OC, and WE on TP through WS. The magnitude of the influence of $SE \rightarrow TP$ is $(p51)^2 = 0.0132$ or 1.32% while $SE \rightarrow WS \rightarrow TP$ ($p541$) = $p41 \times p54 = 0.2955$ or 29.55%, then the magnitude of influence ($p541$) > $p51$, therefore, WS as an intervening variable has an influential contribution to TP. The magnitude of the influence of $OC \rightarrow TP$ is $(p52)^2 = 0.2788$ or 27.88% while $OC \rightarrow WS \rightarrow TP$ ($p542$) = $p42 \times p54 = 0.05970$ or 5.97% then the magnitude of influence ($p541$) < $p52$, therefore, WS as an intervening variable has no influence contribution to TP. Furthermore, $WE \rightarrow TP$ is $(p53)^2 = 0.0734$ or 7.34% while $SE \rightarrow WS \rightarrow PP$ ($p543$) = $p43 \times p54 = 0.2557$ or 25.57% then the magnitude of the influence ($p543$) > $p53$, therefore, WE as an intervening variable has an influential contribution to TP.

In summary, WS significantly mediates the relationship between SE and TP, as well as between WE and TP, but does not play a significant mediating role in the relationship between OC and TP. This highlights the varying impact of WS as an intermediary in these different relationships.

The relevance of these findings to other studies that incorporate work satisfaction as an intervening variable can be observed in several ways. For example, work satisfaction plays a critical role in mediating the relationship between teacher self-efficacy and their performance. This means that the positive impact of teachers' belief in their own abilities on their performance can be significantly enhanced when work satisfaction is high (Sánchez-Rosas et al., 2023). While the findings support the idea that work satisfaction enhances the effect of self-efficacy on performance, it is also important to consider other potential factors that may influence this relationship. For instance, the impact of organizational culture, professional

development opportunities, and leadership support could also play significant roles in shaping how self-efficacy translates into performance. These factors might either amplify or diminish the influence of work satisfaction on the self-efficacy-performance link. Therefore, while work satisfaction is a key mediator, a more comprehensive approach that includes multiple variables and their interactions might provide a richer understanding of how self-efficacy impacts performance. However, another study found that work satisfaction does not significantly impact the relationship between work culture and performance (Saifur & Sulistyani, 2023; Tampubolon et al., 2023). Work satisfaction contributes to the influence of teacher work environment on teacher performance (Yusuf et al., 2018).

5. Conclusion

The results indicate that SE, OC, WE, and WS significantly influence teachers' performance. However, the analysis also suggests that inconsistent self-efficacy and work environment have a relatively low impact on performance. These findings call for follow-up actions by local and central governments, particularly in improving the quality and quantity of equipment at the school level. Ensuring a supportive work environment is crucial for enhancing teachers' psychological satisfaction and encouraging better performance in providing professional services to students. Ensuring that job satisfaction remains high or improving is crucial, as it has a direct impact on the effectiveness of teaching and learning. This is particularly important in Islamic School Foundations, where the operational budget largely relies on the collective contributions and support of the community. When educators are satisfied and motivated, they are more likely to deliver high-quality instruction, which in turn benefits the students and upholds the overall mission of the school.

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